**Lesson Plan Format**

**Teacher Candidate:** Madeline Williams **Grade Level:** 8th **Date of lesson:** TBA

**Content Standards:**

**8SS1.a:** Examine the Revolutionary period in United States history including political differences between England and the American Colonies.

**CCR.ELA-Literacy.RH.6-8.1:** Cite specific textual evidence to support analysis of primary and secondary sources

**Learner Background:**

Students have learned about the origins and influences of the early Americans.

* Reviewed European/middle eastern cultures and their influences on Europe
* Reviewed Events that lead to Europe finding the Americas
* Covered a little more depth on how and why England began to expand into North America
* European settlers are who became the American colonists.

**Student Learning Objective(s):**

1. Upon completion of this lesson, students will identify major events preceding the American Revolution.
2. Upon completion of this lesson, students will distinguish the political differences between England and the American Colonies. (Formative/Diagnostic: participation, effort, written response)
3. Upon completion of this lesson, students will connect the preceding events, and the events of the American Revolution to the differences between England and the Colonies.(Summative, connected to next objective)
4. Upon completion of this lesson, students will develop a paper using textual evidence that is supported by the use of primary and secondary resources. (Summative)

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

Computers/laptops

Notes

Paper

Pencil

Resources (primary and secondary)

**Teaching Model/Strategy**

Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; Explains **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

**Learning Activities:**

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important)

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

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| --- | --- | --- |
| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
| Gerard (Giovanni)Butler | REFER TO SPED book |  |
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**Reflection on Practice:**

**Student Achievement:**

Specifically analyzes student learning ***for each SLO***. *What differences do you notice in the performance of individual students?* Note needs or opportunities for reteaching or enrichment for specific learners.

**Teacher Efficacy:** (Evaluation and Assessment of *one’s own teaching*): Examines/explains impact of personal teaching practice by responding to following:

1) What worked well and why?

2) What did not work well and why?

3) What actions will be taken now which are: a*) immediate* **and** b) *long range*?

4) Briefly describes ONE *reasonable* ***alternative approach*** that could be used to achieve these same SLOs?